



Centre for Action Research in Education and Pedagogy Training
(CAREAPT Educational Consultancy Pvt .Ltd)



Educating Our Preschoolers

Every child has gifted with unique abilities that are to be celebrated and nurtured, deserve equitable access to appropriate supports that acknowledge their uniqueness and enable them to reach their full potential.





Birth to third grade is the most extraordinary period of growth and development that lays a foundation for learning throughout child's life

Children are active learners who learn through experience relationships, play, active involvement, engagement, exploration and use of their senses





TEL (Theme based Experienced Learning)

TEL (Theme based Experienced Learning) explore the opportunities for the dialectic method (for language development) is essential for engaging students in experienced interactive learning, in giving them some ‘theme’ and ownership of discovery in the learning process.

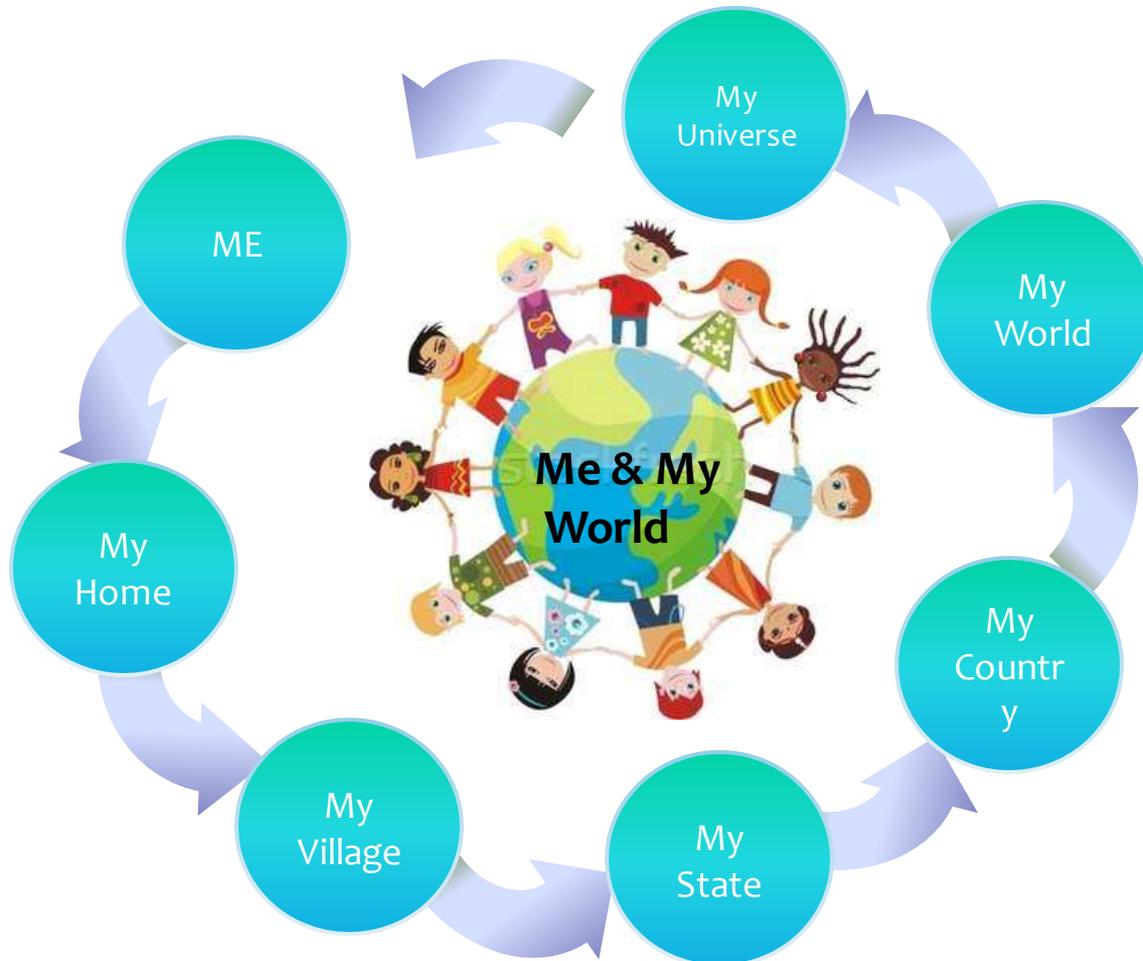
The TEL dialectic method can provide an opportunity for debate of issues, exploration of ideas and use of higher thinking skills. Since the theme of learning is to be able to experience and make decisions based on experience is critical for growth of the knowledge



In My House

In TEL, teachers provide children with miniature tools of the different things, they already know and experienced before come to school, so that they can use the children's games to channel their curiosity and happiness toward the activities they will engage in when they are learning through experience.





The theme is developing through 'Me And My World'



E.g. This week, our playful preschool theme is all about **My Home**

MY HOME

Building house using labeled 1 - 100 coloured bricks and Alphabets bricks, A to Z (interlock bricks – school can develop the tools under CAREAPT guidance)

Play;- Students carry bricks and march in ascending order like **Ant** (teacher show the picture of ant march) Rhyme of ant march-

Teacher dialogue (oral Instructions) . 1. Pick blocks - Child name (.....)

Pick brick no 1; so on.

2. Place the bricks where it is marked

3.



The Ants Go Marching



The ants go marching one by one,
The ants go marching one by one,
The ants go marching one by one,
The little one stops to pick the block
They are marching down to the ground
They are marching to build their home

The ants go marching two by two
The ants go marching two by two,
The ants go marching two by two,
The little one stops to tie his shoe
They are marching down to the ground
They are marching to build their home



First time teacher keep ten play cards with number 1 -10 for march. Second time allow students to paint the blocks/bricks. Third time child march with numbered bricks marked their name , so on..

Children strongly believe what they tell themselves. As a result, if they believe they can do something, they will be happy and willing to try it and to persevere through any challenges. One of the most important things parents and educators can do for children is to help begin their self-fulfilling cycle of success.





Cycle of success.

Successful experiences fuel a child's confidence and reinforce a belief that he is capable of success.





The preschool learning foundations are a critical step in the education of children to strengthen school readiness and to close the achievement gap.





TEL (Theme based Experienced Learning)

TEL help the preschool teachers to understand that children have natural inclinations to explore; children should be encouraged to discover knowledge; the teacher should build on what children already know; the teacher is the guide on the side; and learning should be experiential and concrete.

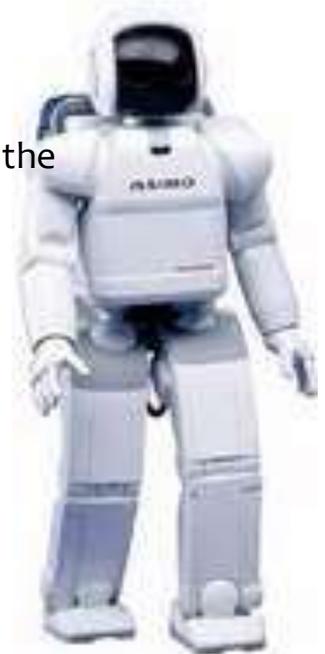




Preschool Pedagogy

E.g. 1; Teaching children by giving a handful of beans or stones, ask them to make three "ant bodies" on their desk, using one bean for each body part. How many ant heads are on their desk? How many abdomens? (TEL dialectic method -math skill).

Eg-2; Building human body with the help of robotic tools and wooden tools .
TEL dialectic method focuses on dyadic human relationships in the education of the very young





TEL dialectic method at MATH VILLA

The following conversation that takes place at school illustrates math activity in **TEL Math Villa** where important learning is taking place in natural or 'real-life' contexts through dialogue

TEACHER: What's that going to be, Joyce?

CHILD: [No reply]

TEACHER: How are you making it?

CHILD: (showing a piece of paper) Can you cut that in half? Cut it in half?

TEACHER: Where do you want me to cut it?

CHILD: There.

TEACHER: Show me again. [Child shows teacher where she wants paper cut] Down there?

CHILD: Yeah.

TEACHER: [Child nods; teacher cuts child's piece of paper in half] How many have you got now?

CHILD: [No reply]

TEACHER: How many pieces of paper have you got?

CHILD: Two

TEACHER: Two. What have I done if I've cut it down the middle?

CHILD: Two pieces.

TEACHER: I've cut it in... ? [Wants child to say 'half']

CHILD: [No reply]

TEACHER: What have I done?



CAREAPT pathway to wisdom Teacher

Concept	Teacher- Literate	Teacher- Intelligent	Teacher- Wisdom
Understanding	Ability to understand things with reasons	Ability to think rationally and act purposely	Ability to think intellectually and act with truth
Power	Power of understanding	Power of will	Power over will
Quality	Pursuit of reading	Pursuit of knowledge	Pursuit of truth
leadership	Advise	Leads	Guides
Level of knowledge	Able to know	Know everything	There is till something
Decision making	Explain	Freely give advise	Consider all options
Communicate	Think what to say	Speak when he want to say something	Speak when he has something to say
Knowledge	Understand what is said	Understand what is being said	Understand what is left unsaid
Negotiation	Leads to know	Leads to arguments	Leads to settlement
Innovation	Try to understand	Trust on existing knowledge	Generate new knowledge



CAREAPT pathway to wisdom Teacher

Concept	Child care literacy	Teacher- literacy	Teacher -intelligence	Teacher- wisdom
Child growth-physical	Ages and Stages	Understand how different types of care and nurturing : physical, intellectual, social, emotional, language, moral, and spiritual domains.	Providing positive learning experience	strengthen the connections they need to succeed
Infant	Sensitive	They learn to control their head, arms, hands, legs and feet, eventually start crawling and may even take a few first steps.	Providing nutritious foods, encouraging their growing motor skills	providing safe places for babies to explore are wonderful ways to support physical and sensorial development
Language development	Speaking	Talking with babies helps them to learn a great deal about language and communication, even before they are old enough to understand the meaning of the words you say	Talk about actions as children are doing them.	Put feelings into words.
	Special needs	Aware that they are not different from typically-developing children. They may need more time to learn and practice certain skills	Make appropriate accommodations to support its learning and development. each child and each disability is unique.	Need specific adaptations . listen to their child's stories without interrupting, correcting or judging.



6 Cs of a Wisdom Teacher



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- Communicator** A wisdom Teacher is a great listener and great communicator . Students will not be interested in a class if they feel that the teacher is not listening to them.
- Compassionate** A wisdom teacher shows compassion to students who struggle and reach out to them when they need support. They should be emotionally available to their students.
- Confident** A wisdom teacher should remain confident in difficult situations. She/he should possess the ability to learn and change and be prepared to answer any questions. She should remember that she has the ability to change the lives of their students.
- Contemporary** A wisdom teacher should be innovative and be able to think on his/her own when facing any challenges. She should teach in an innovative manner so she can engage all the students into the experienced learning activities.
- Courageous** A wisdom teacher should be bold in their approach and take risks in their teaching styles. She should not be afraid to be different and organize unconventional classroom discussions and activities.
- Collaborate** A wisdom teacher should always keep an ultimate destination as educators is student achievement, and think of collaboration as the journey. it's an ever-changing, ongoing process that is only enhanced by social networks and access to new technology.



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is knowledge that
is second hand,
the knowledge that
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Aporoksha Gnyana
is the knowledge borne of
direct experience,
i.e. the knowledge
that one discovers for
himself/herself

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